

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: October 12 – 16, 2015

WEEK: 9

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	County Requirement Concept of "creative destruction"	Do Now: Pick up reading Opening/Tie-in: Last grade of 9 weeks, graded as a test Work Session: CISM – Do Machines Destroy Jobs? Ind (Read, vocabulary(sep sheet), Coding/Directed Notetaking) Ind Closing: If you need, continue working of the notetaking as homework as CISM due by bell tomorrow (Power Block: Show 'How to...' video, then read article and verify vocabulary)	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Reading C/DR Sheet Power Block Reading	Formative: Teacher Observation Q&A Summative: CISM
TUES	County Requirement Concept of "creative destruction"	Do Now: Pick up reading if needed, get Monday materials to complete CISM today Opening/Tie-In: today completes the process for creating the CR for this CISM Work Session: CISM – Do Machines Destroy Jobs? Ind (Coding/Directed Notetaking, I Wonder Q, Constructed Response-RAFT) Ind Closing: Turn in all material – vocab, Coding/notetaking, I wonder, RAFT (Power Block: View Trade Matters and I, Pencil videos; how do these videos help with reading - discussion)	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Reading C/DR Sheet RAFT Sheet Power Block Reading	Formative: Teacher Observation Q&A Summative: CISM
WED	SSEF 1 SSEF 2 SSPF 1 SSEF 6 SSPF 6	Do Now: Pick up new 2 nd 9 weeks vocabulary list Opening/Tie-In: This is the final day of this 9 weeks in terms of grading Work Session: 1. Make up as late grade – p. 28, CISM, 1 st 9 week vocabulary OR Ind 2. Make up QBA 1 OR Ind 3. Begin work on new vocabulary (2 nd 9 week) Ind Closing: Turn in any make up work; new vocabulary not due until week 18 (Power Block: Take notes from front page)	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook Student Notes QBA 1 2 nd 9 Vocabulary list Power Block Reading	Formative: Teacher Observation Q&A p. 28 Vocab Summative: CISM QBA 1
THUR	SSEF 3 The student will explain how specialization and voluntary exchange between buyers and sellers increases the satisfaction of both parties. a. Give examples of how individuals & businesses specialize. b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange.	Do Now: What does specialize mean? Opening/Tie-In: Begin new 9 weeks material – Scaffold EF 3 WG Work Session: 1. Create Circle Map listing how individualize and businesses specialize Ind 2. On back of circle map explain how both parties gain from voluntary, non-fraud trade Ind 3. Continue vocabulary Ind Closing: Turn in Circle map for grade (Power Block: Take notes from back page)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Vocabulary list Sheets for Circle Map Power Block Reading	Formative: Teacher Observation Q&A Circle Map Summative:
FRI	SSEMI1a: Illustrate by means of a circular flow diagram, the Product market, the Resource market, the real flow of goods and services between and among businesses, households and government, and the flow of money	Do Now: Pick up sheet of construction paper Opening/Tie-In: This will introduce the material that begins work on Microeconomics Work Session: 1. Explain Circular Flow concept and its elements WG 2. Create the circular flow chart on construction paper, label all elements Ind Closing: Turn in circular flow chart for grade (Power Block: Using notes and video info answer the question posed by the title of the article)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook (p.14-15) Construction paper Writing materials Power Block Reading	Formative: Teacher Observation Q&A Circular Flow Chart Power Block product Summative: